

A STUDY ON THE EDUCATION STATUS QUO AND DEVELOPMENT TREND OF AN EMERGING FOREIGN LANGUAGE - CHINESE IN KAZAKHSTAN

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Abstract: Based on the investigation of the current education of an emerging foreign language, namely Chinese, in Kazakhstan, this paper discusses the problems existing in students, teachers, teaching materials, curriculum, discipline construction, and other aspects, and proposes countermeasures.

Key words: Kazakhstan, an emerging foreign language, Chinese education, discipline construction

In order to understand the situation of Chinese teaching in various teaching institutions in Kazakhstan, and to provide a scientific basis for the Office of Chinese Language Council International to establish clear and practical assistance and guidance measures, we conducted a comprehensive survey of 10 universities, 9 primary and secondary schools in cities such as Nursultan (Astana), Almaty, Shymkent, Turkistan, Aktobe and Karaganda of Kazakhstan, and 3 Chinese Language and Culture Centers and nearly 30 private language training centers located in state universities. The Survey involved the quality of Chinese teachers, textbooks, curriculum, teaching management, and the demand for Chinese teachers in forms of questionnaires and interviews, with data as of June 2019.

I. The education status quo of an emerging foreign language - Chinese in Kazakhstan (1) Overall design of the questionnaires. The survey consists of five parts and 21 questions. The first part is about the basic situation of the teaching institutions, including the name and nature of teaching institutions, the level of Chinese teaching, the information of the teaching objects and the use of teaching materials, which help to describe the situation of Chinese teaching institutions in Kazakhstan. This part mostly

adopts the form of multiple choice questions. The second part uses the forms of question-response and multiple-choice questions, focusing on the development of Chinese language teaching, including the time and reasons for setting Chinese language course, the channels for obtaining teaching resources, and the problems encountered in teaching. The third part is about the demand for Chinese teaching, with the purpose of proposing targeted and effective countermeasures. The fourth part is about teachers' situation in the form of multiple-choice questions to understand the overall situation of Chinese teachers in Kazakhstan. The fifth part is about the use of teaching materials and the feedback of the respondents, mostly in the form of questions and answers. The last two parts are the main subjects of the survey, reflecting the current situation of Chinese teachers in Kazakhstan and the important issues of concern for frontline Chinese teachers to some extent.

(2) Data and analysis

According to the data, there are 8 universities in Kazakhstan that offer Chinese education degree courses. And the Al-Farabi Kazakh National University was the earliest to offer Chinese language courses (in 1990); it recruited 10 in-service students from different industries and trained the first batch of translators after independence. This should be the beginning of the Chinese language education in Kazakhstan. National universities and foreign language universities that have more cooperation with Chinese universities can obtain Chinese textbooks through various channels, while other private institutions don't have such an optimistic situation.

The Chinese language teaching in universities of Kazakhstan is made up of degree education and non-degree education, with a total of 3,456 students. Comparing this figure with the total population of Kazakhstan, it is negligible. For example, in 13 districts of Aktobe, Kazakhstan, there are 114,487 primary and secondary school students; they have no opportunity to learn Chinese, because Chinese is still not taught in this oblast so far. Compared with the "Chinese fever" appearing in other neighboring countries, international Chinese education in Kazakhstan is still in its infancy. Although Kyrgyzstan has a population of only over 5 million, in 2007, 3,267 college students studied Chinese. After more than five years of development, this quantity has reached more than 10,000. There are 2 million people studying Chinese in Japan, more than 1 million people studying Chinese in South Korea, existing 142 universities of which have Chinese courses. The Korean Ministry of Education plans to offer Chinese classes in primary and secondary schools nationwide. 1,000 middle schools in Indonesia offer Chinese

courses at present."

Table 1 Academic Chinese education

No.	Teaching institution	Teaching level	Number of students	Number of students accepting academic education	Source of teachers	Year of establishment of Chinese teaching institution
1	Faculty of Oriental Studies of the Al-Farabi Kazakh National University	Beginners, Primary Class, Progressive Class	410	410	Dispatched by embassy	1990
2	Almaty Foreign Languages and Vocational University	Beginners, Primary Class, Intermediate Class	250	50	Privately recruited	2005
3	Almaty International Kazakhstan-China Language Institute (Private)	Beginners, Primary Class, Intermediate Class	330	330	Privately recruited	Sept. 2007
4	School of Languages, People's Friendship University of South Kazakhstan (Private)	Beginners, Primary Class, Intermediate Class	54	54	Privately recruited	2007
5	The Chinese Language and Culture Center, Kazakhstan Abai State Normal University	Primary Class, Intermediate Class, Advanced Class	228	144	Chinese embassy	Sept. 2001
6	Faculty of Social Sciences, Kazakh-Turkish International University, (Turkistan)	Primary Class, Intermediate Class, Advanced Class	257	198	Privately recruited	Sept. 2001
7	Kazakh Ablai Khan University of International Relations and World Languages	Intermediate Class, Advanced Class	303	180	Embassy Privately recruited	1997
8	Aktobe Bashford University (Private)	Primary Class, Intermediate Class, Advanced Class	115	115	Privately recruited	2009
Total	1 947	1 581				

Table 2 Non-academic Chinese education

No.	Teaching institution	Teaching level	Number of students	Source of teachers	Year of establishment of Chinese teaching institution
1	Confucius Institute of Astana State Eurasian University	Beginners, Primary Class, Advanced Class	168	Headquarters, Embassy	Dec. 2007
2	Confucius Institute of the Al-Farabi Kazakh National University	Beginners, Primary Class, Progressive Class	60	Headquarters	March 2002
3	Confucius Institute of the Aktobe State Normal University	Beginners, Primary Class, Progressive Class	70	Headquarters	June 2011
4	Confucius Institute of the Karaganda State Technical University	Beginners, Progressive Class	30	Headquarters	July 2011
5	Chinese Teaching and Research Office of Faculty of Chinese Language of Astana State Eurasian University age of Astana State Eurasian University	Beginners, Primary Class, Intermediate Class, Advanced Class	200	Headquarters	2007
6	Sino-Kazakhstan Science and Education Exchange Center and Chinese Education Center of Astana Safran University of Agriculture and Technology	Beginners, Primary Class, Intermediate Class	30	Embassy	Jan. 2009
7	Chinese Language and Culture Center of Kazakhstan Women's Normal University	Beginners, Primary Class	35	Yili Normal University, Headquarters of Confucius Institute	June 2011
8	Chinese Training Center of Yili Normal University and Kazakh Ablai Khan University of International Relations and World Languages	Beginners, Primary Class, Intermediate Class	123	Yili Normal University	Sept. 2010
9	Almaty Training Centers (27 centers offering Chinese course)	Beginners, Primary Class, Intermediate Class	570	Privately recruited	19 Chinese teaching institution started consecutively since 1994
10	Taraz College of Kazakh-Turkish International University (Taraz, Dzhambul)	Primary Class, Intermediate Class	56	Privately recruited	2009
11	Shymkent Confucius Language Training Center (Private)	Beginners, Primary Class	32	Privately recruited	Oct. 2010
12	Shymkent Chinese Literature Research Center (Chinese-run)	Beginners, Primary Class	45	Privately recruited	Sept. 2006
13	Aktobe Language Training Center	Beginners, Primary Class	30	Privately recruited	2004
Total	1 509				

The data shows that local teachers are the backbone of the Chinese language faculty in Kazakhstan, accounting for 84% of the total number of Chinese teachers, and most of them are Kazakh immigrants from Xinjiang, China. They use the mother tongue-Kazakh as an auxiliary teaching language, which makes them have an irreplaceable role in the teaching of Chinese to Kazakhs. From the perspective of academic qualifications and professional titles, the teachers of the four Confucius Institutes are not dominant. Among the 10 professional Chinese teachers, there are 2 doctors and 8 undergraduates, including 2 associate professors and 8 lecturers, and they generally haven't receive professional training in teaching Chinese. Obviously, it is difficult to pass the examination of the local education department on bachelor's degree in Chinese with such a teacher structure. When selecting Chinese volunteers and professional Chinese teachers, we should, first of all, consider individuals with the talents of understanding Russian or Turkic languages, and have experience and a major in Chinese.

Table 3 Use of teaching materials

No.	Teaching institution	Textbook used	No.	Teaching institution	Textbook used	No.	Teaching institution	Textbook used
1	Confucius Institute of Al-Farabi Kazakh National University	Vol. 1, 2 and 3 of New Practical Chinese Textbook edited by Liu Xun	8	Chinese Teaching and Research Office of Faculty of Chinese Language of Astana State Eurasian University	Vol. 1, 2 and 3 of New Practical Chinese Textbook edited by Liu Xun	15	Shymkent Chinese Literature Research Center (Chinese-run)	Chinese Language (2003 National Edition) / Vol. 1 of Chinese Course Book 1
2	Confucius Institute of Astana Eurasian University	Vol. 1, 2 and 3 of New Practical Chinese Textbook edited by Liu Xun; Approaching China edited by Ren Xuemei and Liu Xiaoyu, intermediate edition	9	Chinese Language and Culture Center of Kazakhstan Women's Normal University	Vol. 1 of Public Chinese, Chinese Garden (Kazakh version)	16	The Chinese Language and Culture Center, Kazakhstan Abai State Normal University	College Chinese (with Kazakh annotation); vol. 3 of Chinese Course (Grade 2), vo. 5 of Chinese Course (Grade 3); Bridge (Grade 4) vol.2

3	Confucius Institute of Aktobe State Normal University	Happy Chinese and New Practical Chinese Textbook edited by Liu Xun	10	Chinese Language and Culture Center of Kazakhstan Women's Normal University, Teaching Chinese as the First Language	Vol.1 and 2 of Public Chinese	Faculty of Social Sciences, Kazakh-Turkish International University, (Turkestan)	New Practical Chinese Textbook edited by Liu Xun
4	Confucius Institute of the Karaganda State Technical University	Public Chinese published by Xinjiang Education Press	11	Almaty International Kazakhstan-China Language Institute (Junior College)	Boya Chinese, Elementary and Intermediate (2) edited by Li Xiaoqi	Kazakh Ablai Khan University of International Relations and World Languages	New Practical Chinese Textbook and Public Chinese edited by Liu Xun
5	Faculty of Oriental Studies of the Al-Farabi Kazakh National University	Developing Chinese published by Beijing Language and Culture University		School of Languages, People's Friendship University of South Kazakhstan	Boya Chinese, Elementary and Intermediate (2) edited by Li Xiaoqi	Taraz College of Kazakh-Turkish International University (Taraz, Dzhambul)	New Practical Chinese Textbook edited by Liu Xun, published in Moscow in 2001
6	Almaty Foreign Languages and Vocational University	New Practical Chinese Textbook edited by Liu Xun	13	Shymkent Confucius Language Center	Boya Chinese, Elementary edited by Li Xiaoqi	Aktobe Bashford University	Short-term Spoken Chinese, Chinese Course
7	Sino-Kazakhstan Science and Education Exchange Center and Chinese Education Center (Astana Safran University of Agriculture and Technology)	Chinese Course, Spoken Chinese, Easy Way to Learn Chinese Characters compiled by Yang Jizhou	14	Aktobe Language Training Center	Short-term Spoken Chinese, Beijing Language and Culture University Press	Other language centers	Short-term Spoken Chinese, Boya Chinese, Happy Chinese, etc.

The above table does not list all the popular Chinese textbooks in Kazakhstan. Except for some universities using the *New Edition of Practical Chinese* (Oriental Literature Publishing House, 2004), which is jointly edited by Tan Aoshuang and Gao Bitian of

School of Oriental and African Studies of Moscow University, other colleges and universities basically use Chinese textbooks published by Beijing Language and Culture University Press. Judging from the various textbooks listed, the handicap of teaching from only one set of textbooks is currently avoided. For each type of lesson, multiple textbooks compete at the same time, giving teachers the possibility to make multiple choices. The second problem reflected in the table is that there are several textbooks with high usage rates, such as *New Practical Chinese Textbook* edited by Liu Xun, *Boya Chinese* edited by Li Xiaoqi, etc., *Chinese Course* edited by Yang Jizhou and *Public Chinese* published by Xinjiang Education Press. But at the same time, there are some problems: the textbooks with Russian annotations are not systematic and supporting, lacking the advanced textbooks of Chinese language and literature and translation theory, and there are no local textbooks suitable for local teaching characteristics. In terms of curriculum, most institutions use a single teaching mode, one textbook for one course. Only the Astana Chinese Education Center sets up courses according to the type of lesson to enhance individual skills training. Other Chinese language teaching institutions are also considering re-planning their curriculums, but there are still many difficulties to overcome in order to effectively format their courses. First of all, increasing the class time means increasing the number of teachers. Secondly, different types of courses require different textbooks, the problem of which is difficult to solve. Finally, and most importantly, there is no unified syllabus for Chinese language teaching in these universities and theoretical guidance in the curriculum is in urgent need.

II. Problems in the development of international Chinese education in Kazakhstan

Despite the considerable development of international Chinese education in Kazakhstan, there are still many problems, including the Kazakh government's cautious attitude towards Chinese education, the uneven quality of local Chinese teachers, the lack of Chinese textbooks, and the recognized authority of the Confucius Institutes and how to play their roles. The analysis of deeper reasons for these problems will promote the development and prosperity of the international Chinese education in Kazakhstan.

(1) Government support doesn't satisfy the market demand

According to statistics released by the Ministry of Education of China in 2017, the number of students studying in China from Kazakhstan is 8,287, ranking 10th among the number of students from all over the world, ranking first in Central Asia. The reasons

why the young people of Kazakhstan chose to study Chinese in China are: First, the economic and trade relations between China and Kazakhstan are steadily developing and a large number of individuals who are proficient in Chinese are needed. Second, it is convenient for young Kazakhs to study in China and tuition fees are relatively low. As more and more Kazakhs realize the importance of learning Chinese, Chinese is gradually becoming a new “strong” language, which has made the enthusiasm of Kazakh youth to study abroad continue to rise. However, the development of the Chinese language education market in Kazakhstan is not directly proportional to the great market demand. The formation of this situation is related to the Kazakh government's cautious attitude toward promoting Chinese. In recent years, the number of Chinese people doing business and working in Kazakhstan has increased dramatically. According to unofficial statistics, there are 300,000 Chinese in Kazakhstan now. This situation has triggered a precautionary mentality of the Kazakh government and its people. In addition, because Kazakhs have a Turkic language and cultural their society has a relatively low recognition and appreciation of Chinese culture. They are worried that the penetration of Chinese culture will affect the purity of the traditional culture of their nation. Therefore, the problems that have arisen in the process of Chinese promotion have been amplified, leading to setbacks in the Chinese education industry in its infancy.

(2) Lack of an international Chinese teaching discipline system compatible with Kazakhstan

The above survey results show that Kazakhstan's international Chinese education has begun to take shape. It is urgent to develop a form of teaching that adapts to local characteristics. It also postulates new requirements for teaching methods, textbook writing and training models. Disciplinary construction and development should also keep pace with the times. On April 19, 2012, the first seminar on Chinese language teaching in the Republic of Kazakhstan was held at the Confucius Institute of Astana Eurasian University, which is a good start for discipline construction. In addition, dictionaries written by Chinese teachers of Kazakh Ablai Khan University of International Relations and World Languages, the only university in Kazakhstan that is engaged in the teaching and research of international relations and foreign languages came out. However, as a discipline construction of international Chinese teaching, only one academic exchange and several dictionaries are not enough. A discipline must have its own specific research object, content, purpose and theoretical system. From

the vertical perspective, it is to study the process of students from the beginning of learning to the real mastery of Chinese; from the horizontal perspective, it is necessary to study all the teaching activities such as overall design, textbook writing, classroom teaching and testing. In the above aspects, few of the professional Chinese teachers of the Confucius Institutes in Kazakhstan as well as the local Kazakh teachers have individual published academic achievements. According to the survey results, local teachers in Kazakhstan account for 84%. That is to say, most Kazakh citizens teach Chinese in their own country, so the development of Chinese language education in Kazakhstan depends on these front-line teachers. At present, the reasons for the lag in the well planned construction of international Chinese education in Kazakhstan are as follows: First, teaching staff of the Confucius Institutes is weak, and they do not have the conditions for conducting academic research. Secondly, the teachers are unstable. The Two-year term is one of the reasons for the lack of long-term planning for academic research at the Confucius Institutes. Third, the local Chinese teaching departments lack the foundation of disciplinary research because of the many deficiencies in terms of teachers and teaching resources. Chinese teachers who do have a high level of Chinese proficiency, rich teaching experience and potential for academic research are limited having rare opportunities to receive guidance and exercise of their talents.

(3) The local teaching system is weak

The three problems of teachers, teaching materials, and teaching methods have always been the basic problems of Chinese international education. Among these three issues, teachers are the core. Some scholars have pointed out that in order to popularize the Chinese language worldwide and make it sustainable, a very important task is to train a group of Chinese teachers by non-Chinese speaking countries, namely local teachers. There are two problems that need to be solved in the cultivation of local Chinese language teachers in Kazakhstan. First, most local teachers have no language teaching experience before immigration from China or don't graduate from a normal college or university (with a degree in teaching). They can only learn how to teach on the job by personal trial and error, which is a long process. They need Chinese language talent but especially special skills training in education. Second, the 85 local teachers in Kazakhstan's universities fall far short of meeting the needs for teaching development. Therefore, to build a strong professional teaching force is extremely urgent. In terms of teaching materials, the *"Silk Road " Series of Chinese*

Textbooks jointly compiled by the Office of the Chinese Language Council International and the Base for International Promotion of Chinese in Central Asia has been started. The series of textbooks are aimed at Central Asia, compiled in five languages and are divided into nine major categories, covering universities, primary and secondary schools, social studies, business, tourism and other knowledge learning. However, the teaching institutions generally reflect that there are problems in the preparation of local textbooks, and the urgently needed textbooks are not included in the plan, such as professional Chinese textbooks, textbooks for advanced translation, and a series of Chinese textbooks for literature. In terms of teaching methods, local Chinese teachers often use the traditional “translation teaching method”, relying more on the mother tongue of students, paying attention to grammatical comparison, and focusing on teachers’ explanation in the classroom. However, local teachers also have innate advantages: they have the ability to communicate in the language of their country, are familiar with the teaching environment, understand the characteristics of the learning objects, and love Chinese culture. However, some Chinese teachers currently dispatched from China are not fully qualified for their work. The reason is nothing more than “the lack of the ability to adapt to teaching methods that are very different from domestic teaching and the ability to adapt to local conditions”.

(4) The Confucius Institutes lack a clearly defined and officially recognized role.

After more than a year of investigation and understanding, we believe that although the four Confucius Institutes in Kazakhstan have achieved certain results, there are still many problems in the current work, and there are many contradictions in the development of Kazakhstan. From an objective point of view, the government of Kazakhstan is still cautious about the Confucius Institutes, which directly affects the support of the Chinese partners who work in the Confucius Institutes. Additionally, it is difficult for the Chinese dean of the Confucius Institutes to negotiate since there is a basic cooperation principle of “Kazakh first” and then Chinese coordination is implemented. Subjectively, the existing Confucius Institutes in Kazakhstan are not sure of their real role and jurisdiction, and they have not been able to implement their intended function of multiplying Chinese language speakers by helping primary and secondary schools to offer Chinese language courses. While they actually are much better equipped with better teaching resources and a strong support from domestic cooperative institutions, but they have not been able to develop services outside of the

Confucius Institutes, and have not established contacts with most local Chinese language training centers and primary and secondary schools. They basically operate independent from other local educational institutions. In short, they have not become the supply channel for the various demands of Chinese teachers because of a lack of communication and cooperation with the local government education authorities. The problems encountered by local Chinese teaching institutions in teaching can only be solved by themselves.

III. Kazakhstan's countermeasure on international Chinese education and development

(1) Combination of Chinese promotion and discipline construction

International Chinese language teaching mainly includes two aspects: the promotion of international Chinese language and the development of the international Chinese language discipline. They complement each other and promote each other. The Kazakh government should invest a considerable amount of manpower, material resources and financial resources in Chinese language promotion. Disciplinary construction should not only have clear objectives, but also an atmosphere of academic research and the emergence of academic achievements. Therefore, the existing Confucius Institutes in Kazakhstan should give full play to their advantages of resources. They need to combine academic research with local teacher development, with both short-term training and long-term training, as well as to work closely with local Chinese language teaching institutions on the formulation of research plans to strengthen the construction of the Chinese education discipline system. It is imperative to formulate a syllabus for the overseas Chinese language majors, clearly explaining the teaching objectives, training objectives, academic systems and credits, curriculum, teaching principles and requirements, testing, etc., and to review the existing textbook writing plans, and to make timely adjustments. As a national undertaking, international Chinese education has been included in the country's external development strategy, providing a material security for the development of the international Chinese education discipline. Conversely, the promotion of Chinese language requires strong discipline support. Therefore, while focusing on the size and impact of Chinese language promotion, we must do a good job in the construction of the discipline's theory, the discipline's team, and discipline's talent training, and we should particularly pay attention to the role of local teachers in discipline construction. Without the participation of an absolute majority of the local teachers, the construction of international Chinese

education in Kazakhstan will be like a tree without roots.

(2) Strengthening the localization of international Chinese education in Kazakhstan

1. Confucius Institutes should play an important role in the localization of Chinese textbooks.

In the interview, many local Chinese teachers in the universities expressed their willingness to participate in the preparation of teaching materials. At the same time, the local teachers who have participated in the compilation of the *"Silk Road" Series of Chinese Textbooks* also put forward constructive opinions on the mode of cooperation, such as consulting, texts and examples review, and intervention in the whole process of planning, compiling, beta testing, publishing and distributing local textbooks by experts in the Chinese language of the Confucius Institutes to avoid negative impacts due to quality problems. Currently in Kazakhstan, the textbooks with Russian and English annotations published by the Beijing Language and Culture University Press are very popular. Localization of teaching materials can be realized through long-term planning. Organizing and arranging experts and scholars from the three entities (Confucius Institutes, Kazakhstan Education Department, Xinjiang Publishing House) need to collaborate together with frontline Chinese teachers to carry out in-depth and meticulous research in the target countries. By combining experiences and lessons from successful or unsuccessful local teaching materials, making small-scale trials in the writing process, and soliciting opinions, they may refine the project so that a series of localized textbooks that are suitable for multi-level teaching needs are finally developed.

2. Promote the localization development of Chinese teachers

(1) Determine the language cultivation target and quantify the language cultivation standard. First, establish a local teacher information database, determine the cultivation target, and then develop a training plan based on the situation of the training target and quantify the training standards. For example, there are many primary and secondary schools in Aktobe Oblast that intend to offer Chinese courses, but they do not want to accept volunteer teachers and hope to train their own Chinese teachers. The Confucius Institutes can train their recommended teachers or university graduates who are interested in Chinese teaching in the society. Develop training goals according to the level of teaching. Short period refers one year (primary) and long period refers to three years (intermediate), adopt the mode of "one plus one", that is, after one year of learning and reaching HSK level-III, some directly go to the teaching point to teach

elementary school Chinese courses; outstanding personnel, with the cooperation of partner institutions, will continue to further study comprehensive language skills and teaching skills for a year. After reaching level-V, they can become senior Chinese teachers. For those who show potential to become expert teachers can study for Master's Degree in Chinese International Education via recommendation. They will become reserve talents for the discipline construction of Confucius Institutes.

(2) Strengthen the effectiveness of local Chinese teacher training. For the current local teacher training programs conducted by many universities in Xinjiang in the Base for International Promotion of Chinese in Central Asia, "cramming" is the single main teaching mode. Chinese language taught as a second language focuses on practical and operational characteristics. Overseas Chinese teachers have experienced that of them cannot participate in a long-term and systematic training. We believe that the training of local persons to be Chinese teachers should adhere to the goal of maximum benefit through an optimized training in a short period of time. The principles of persistence, multi-dimension, practicability, to be problem-oriented, and take task-based, training models as the core and students as the center will motivate participants to participate. Training through interaction and cooperation will result in completing the language teacher learning task.

(3) Construct a local teacher training system based on the Confucius Institutes. *The Regulations of Confucius Institutes* clearly defines the scope of business of the Confucius Institutes and two of the five articles involve Chinese teachers: "Training Chinese teachers, providing Chinese language teaching resources; conducting Chinese language examinations and Chinese teacher qualification certification ". It can be seen that the goal of the Confucius Institutes should include teacher training. The professional Chinese teachers dispatched by Confucius Institutes should not only take on the responsibility of training local teachers, but also create conditions for them to participate in academic research. Due to a current lack of Chinese teachers in the Confucius Institutes, vigorously cultivating local teachers and putting them in key positions will not only save the state's financial input, but also open up the advantages that local teachers inherently bring with them, which is conducive to the stable development of Confucius Institutes in Kazakhstan. The Confucius Institutes should strive to have their local language training accredited by the local training colleges and incorporate their training implementation plan into the teacher training college program. Taking the Confucius Institute at Aktobe State Normal University as an

example, the Confucius Institute's professional Chinese teachers are included in the team of the teacher training college. The Confucius Institute will complete the process of integrating into the local education system after its teaching plan and training model are accepted. To this end, it is recommended that a dispatched expert-type national professional Chinese teacher should, first of all, train, select, evaluate and develop local Chinese teachers while giving Chinese lessons.

3. Promote the localization of Chinese teaching

There are two differences between overseas Chinese teaching and domestic Chinese teaching as a foreign language. The main ones are as follows: First, the language environment is different, the overseas Chinese teaching lacks immersion - an environment to speak Chinese; the second is that the teaching subject is relatively simple and has a consistent language and culture background. Therefore, international Chinese teaching should fully consider the conditions of the host country and conduct localized Chinese teaching in response to the cultural background and learning characteristics of the teaching target. Localized textbooks are the basis for the formation of localized teaching methods, because any kind of teaching material is a concentrated expression of specific teaching concepts. When deciding upon a teaching method, what cannot ignore the difficulty of Chinese learning, the motivation and interest of foreign learners' understanding and experience of Chinese. This is the core content of localized teaching methods.

(3) Incorporate Confucius Institutes' education into the education system of Kazakhstan

At present, the four Confucius Institutes in Kazakhstan can only offer non-degree education in Chinese, and have not been able to enter the education system of Kazakhstan. The low-level repetition results in high input and low output. Specifically, it is difficult to train high-level Chinese talents in short-term training exposure; the teaching level is single, and the loss of students is huge. Thus, it is not easy for Confucius Institutes to develop their own disciplinary characteristics. The reasons why the Confucius Institutes failed to carry out academic education are as follows: the Confucius Institutes' teachers cannot meet the requirements of the Ministry of Education of Kazakhstan; the Confucius Institutes aren't established on the same basis as of the original Chinese language teaching institutions of their partners; there are no clear rules for qualification levels when signing the implementation agreement. If the Confucius

Institutes put academic education on the agenda at the beginning of their creation and dispatch the corresponding teachers according to the school running specifications, the first question can be solved. In the survey, we learned that the Chinese language teaching institutions in Kazakhstan do not exclude Confucius Institutes. The key need is better cooperation. The two sides need to fully communicate their terms before signing the implementation agreement and should clarify their target level of education as an important clause. It is understood that the Chinese Training Center jointly established in the original Chinese teaching and research room of Kazakh Ablai Khan University of International Relations and World Languages by Yili Normal University and this Kazakh University is a successful example of Chinese teaching in Kazakhstan for mutual collaboration.

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